

Trier University  
of Applied Sciences

H O C H  
S C H U L E  
T R I E R

## Trier University of Applied Sciences' Equal Opportunity Plan

Resolved by the Senate in its Meeting on 20 October 2021

Validity: 2022 - 2028

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# 1. Basics of the Equal Opportunity Plan and Tasks of the Central Equal Opportunity Officer

According to Art. 4 sec. 10 of the Higher Education Act (Hochschulgesetz = HochSchG), the presidium of each university, with the support of the Central Equal Opportunities Officer, is required to draw up plans for the promotion women and the respective senate is obliged to pass these resolutions. Trier University of Applied Sciences' Equal Opportunity Plan is based on the formal requirements of Art. 14 of the State Equal Opportunity Act (Landesgleichstellungsgesetz = LGG) and is therefore designed to have a validity period of six years. In particular, the equal treatment of men and women, the problems associated with it and their possible solutions are to be dealt with here. The aim is to increase the proportion of women in all occupational groups and qualification positions, in which they have so far been underrepresented, through the award of scholarships and through measures to promote (academic) young talent as well as to adopt measures against sexual harassment.

In addition, the HochSchG tasks the universities, among other things, with taking diversity into account as well as preventing and eliminating "disadvantages due to racist reasons or due to ethnic origin, sex, religion or belief, a disability, age or sexual identity" (Art. 2 para. 3 HochSchG). The Equal Opportunity Plan gives the university the opportunity to meet this requirement, to take a stance on these important issues relating to discrimination and exclusion and to make binding statements for all university members.

Furthermore, Trier University of Applied Sciences' Equal Opportunity Plan is the prerequisite for the implementation of the equality goals set by the European Union in the funding program Horizon Europe.

According to Art. 4 para. 5 HochSchG, the Central Equal Opportunities Officer is tasked with supporting the presidium, the other institutions of the university and the committees formed by them in the fulfillment of tasks according to paragraphs 1 to 3 and of reporting regularly to the presidium and the senate on their activities. The officer has the right to participate in all social, organizational and personal measures that concern equality between women and men, the compatibility of studies/work and family and the protection of members of the university from harassment and sexual harassment at work or during their studies and can propose measures to the presidium in regards to these areas. In practical terms, this means that the Central Equal Opportunities Officer can take part in meetings of all committees in an advisory capacity and can submit applications. The officer can release statements, which are to be attached to the respective documents.

## 2. Aims of Trier University of Applied Sciences in Its Equality Work

Trier University of Applied Sciences pursues the goals of gender equality and equal opportunities as well as the avoidance of disadvantage or discrimination of any kind. To this end, it undertakes to translate into action the equality of all university members within the meaning of the LGG and to eliminate existing unequal treatment in science, research and in all of its institutions. Trier University of Applied Sciences also sees itself tasked with increasing the proportion of women in all occupational groups and qualification levels, as long as they are underrepresented. In doing so, it strives for continuous improvements in the compatibility of work/study and family. The goals for the implementation of gender equality and equal opportunities are laid out in detail in the University Development Plan.

According to HochSchG Art. 4, para. 1, the realization of equality is the task of the presidium and of the people in leadership positions.

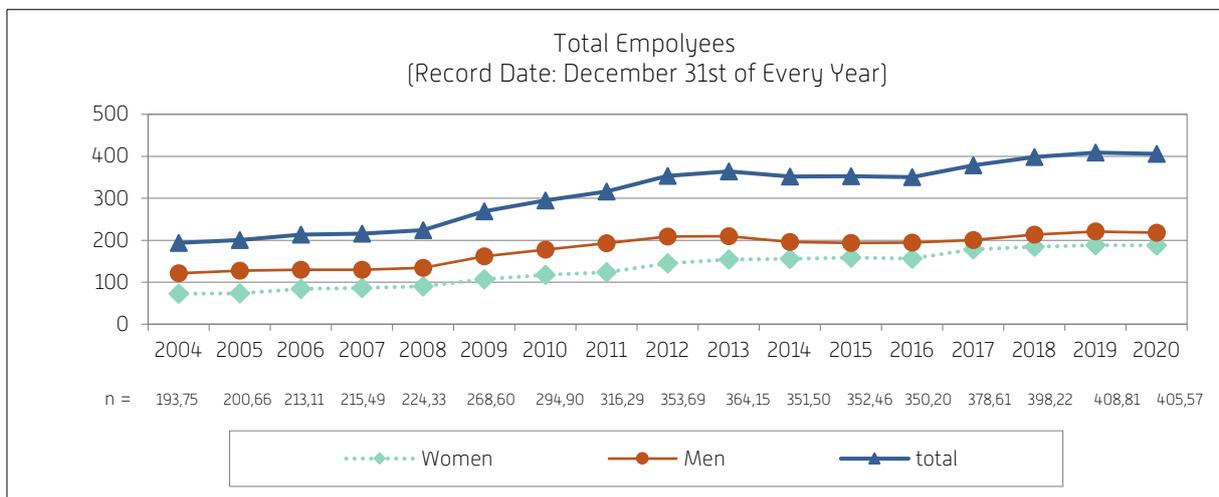
### 3. Situation Analysis

All data collected and shown below are presented annually in a report by the presidium with their current status.

#### 3.1 Employment Structure Analysis<sup>1</sup>

According to Art. 15 para. 1 LGG, the Equal Opportunity Plan is based on an analysis and a forecast of the employment structure. All of the following figures on the employment situation refer to the date 31 December 2020 and to full-time equivalents (FTE). The data was obtained in its entirety from the HR department at Trier University of Applied Sciences. Deviations from this are marked separately. In addition, the structures of the committees and the student body are analyzed.

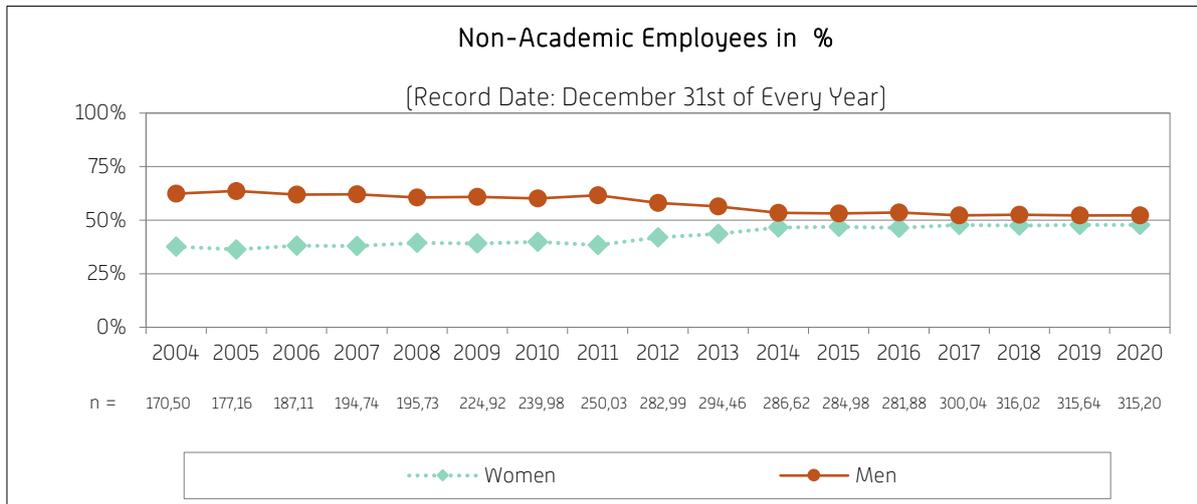
In 2020, Trier University of Applied Sciences had a total of 405.57 **employees** (FTE), of which 187.62 were women and 217.95 men. That amounts to 46.26% female employees and 53.74% male employees. Here, the term “employees” defines all academic and non-academic employees except for student assistants and adjunct lecturers. Over the years, the number of employees has increased overall, whereby the ratio of female employees to male employees has, after a divergence between 2009 and 2012, been steadily converging since 2013.



**Figure 1: Total Employees (FTE - Full-Time Equivalent)**

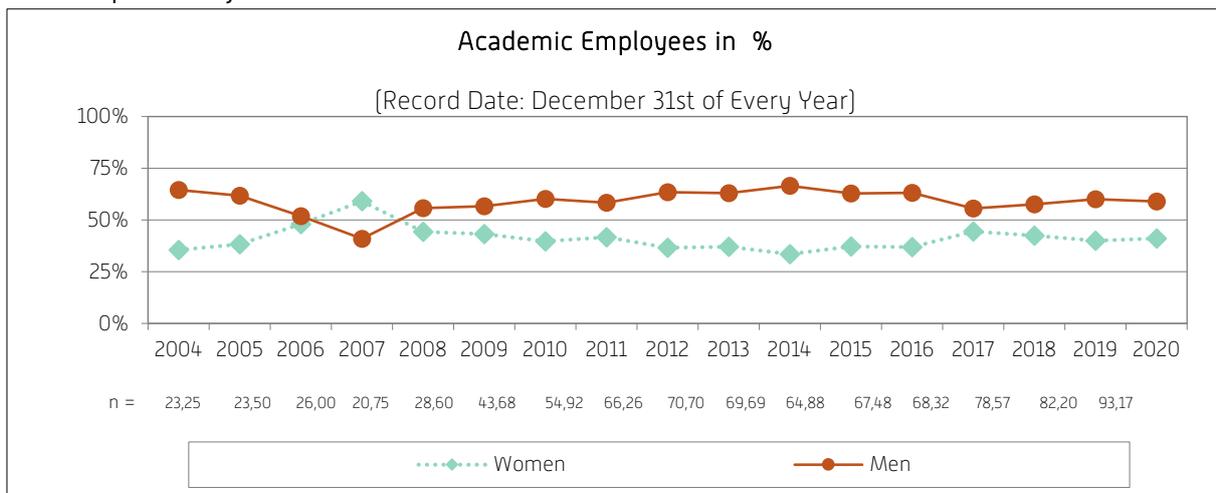
<sup>1</sup>In the following, all employees from the areas of administration and technology are summarized under the designation “non-academic employees.”

Among **non-academic employees**, a ratio of male to female employees similar to the total number of employees has also been observed, especially up to 2011. The numbers have been converging since 2012. In 2020, there were 315.20 full-time equivalent non-academic employees, of whom 150.58 were women, which corresponds to 47.77%. This corresponds to an increase in the proportion of women since 2013 [reference year of the analysis in the previous Equal Opportunity Plan] of 4.13%.



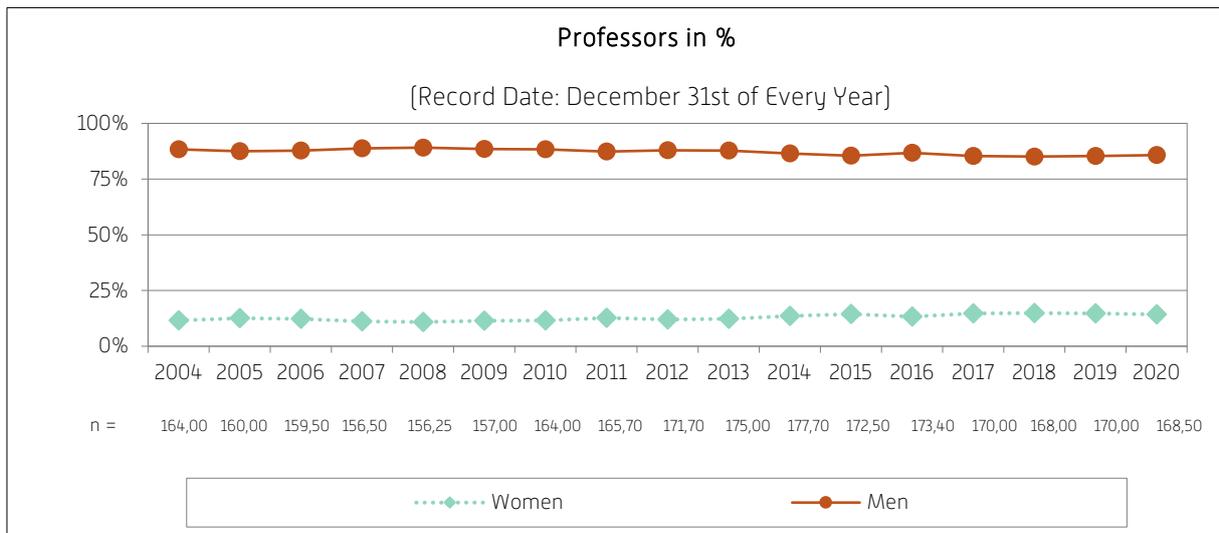
**Figure 2: Non-Academic Employees, FTE**

With the exception of the year 2007, there were also consistently more men than women among the **academic employees**. After the proportions of male and female academic staff converged in 2017, a trend in the opposite direction has been observed since 2018, which improved slightly in 2020. In 2020, a total of 90.37 academic staff were employed at the university, including 40.99% [corresponds to 37.04 positions] women and 59.01% [corresponds to 53.33 positions] men.



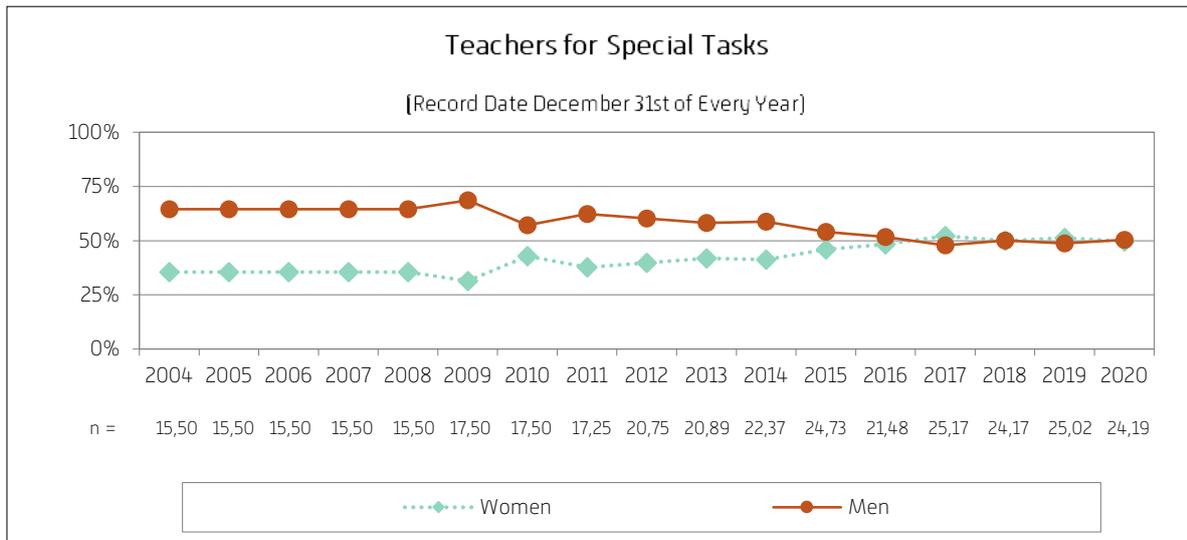
**Figure 3: Academic Employees, FTE**

The proportion of women in the group of **professors** is still the lowest in all the employee groups, despite continuous, small-scale increases. With 12.29% [21.5 female professors] in 2013 compared to 87.71% [153.5 male professors], the proportion in 2020 increased to 14.24% [24 female professors] compared to 85.76% [144.5 professors], and thus was slightly improved. In the CEWS University Ranking (published every two years) for 2021, the university was able to achieve a better ranking with regard to the criterion "Increase in Female Professors" (one out of two points) than in the previous report (zero out of two points). This criterion takes into account the increase in the proportion of women occupying the professorships since 2014. Overall, the number of professorships fell from 175 in 2013 to 168.5 in 2020.



**Figure 4: Professors, FTE**

In the case of **teachers for special tasks**, a steady convergence of the proportions of women and men can be observed from 2015 to 2018, and in 2018, parity was achieved. In 2020, the proportion of women was 49.61%, or 12 positions, and the proportion of men was 50.39%, or 12.19 positions, among teachers for special tasks.



**Figure 5: Teachers for Special Tasks, FTE**

## Objectives

The efforts of the university and the associated measures to increase the proportion of women among its employees are showing success and will continue to be pursued in order to prevent a regressive trend.

In particular with regard to the filling of professorships by women, more and more measures are being developed and taken in order to achieve an increase in the proportion of women. Efforts in the program House of Professors, for example, aim to fill positions of tandem, specialist and family professorships. In addition, the project also promotes academic career paths through doctorates, sabbaticals and mentoring. These career paths are suitable for attracting women and promoting the career path to becoming a professor.

The aim is for the development from 2013 to 2023 to continue, on average, at least until 2028, as long as equal representation has not yet been reached for each group.

Employment Group	2013	2020	Development 2020 to 2013
Academic Employees	37.09% (n= 69.69)	40.99% (n= 90.37)	+ 3.90%
Non-Academic Employees	43.64% (n= 294.46)	47.77% (n= 315.20)	+ 4.13 %
Professors	12.29% (n= 175.00)	14.24% (n= 168.50)	+ 1.95%
Teachers for Special Tasks	41.89% (n= 20.89)	49.61% (n= 24.19)	+ 7.72%

**Table 1: Development by Employment Group 2013-2020**

### 3.2. Committee Structure Analysis

According to Art. 4 sec. 2 HochSchG the principle of gender parity should be taken into account when **appointing** committee members. Though the general underrepresentation of women in the **elected** university committees persists, significant increases in the respective proportions of women can be seen. While there were no women in **university management** in 2013, the proportion of women on this board had increased to 50% by 2020, with women occupying the positions of both president and chancellor (nationwide average for 2019 according to the CEWS: 29.80%)<sup>2</sup>. In 2013, the proportion of women in the **senate** was 15.38%; this was increased to 30.77% by 2020 (national average 2018<sup>3</sup>: 36.00%, in universities of applied sciences: 33.00%). At the same time, however, there is only one woman among the professorial members of the senate. In 2013, 22.69% of the members of the **faculty councils** were women; this proportion rose to 27.12% in 2020. In contrast, the proportion of women on the **university council** fell from 67% (2013) to 40% (2020; German national average according to CEWS: 36,10%)<sup>4</sup>, with both internal and external members being taken into account for this analysis.

An increase in the proportion of women was achieved in the university management, the faculty councils and in the senate.

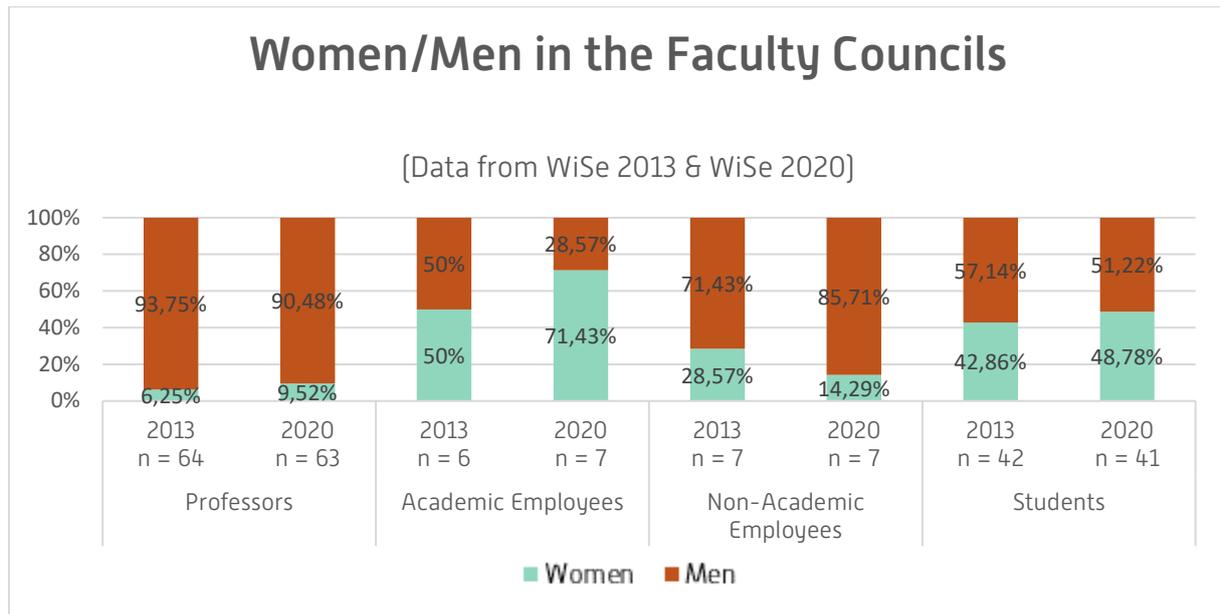
Figure 6 shows that the increase in the proportion of women in the **faculty councils** is primarily due to a higher proportion of female academic staff in these committees. While the proportion of female professors and students rose slightly, the proportion of women among non-academic employees fell between 2013 and 2020.

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<sup>2</sup>BLK [Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung]/GWK [Gemeinsame Wissenschaftskonferenz] based on the HRK [Hochschulrektorenkonferenz = HRK]; Federal Office of Statistics; <http://www.gesis.org/cews/unser-angebote/informationsangebote/statistiken/>

<sup>3</sup>Löther, A. (2019). Gleichstellung von Frauen und Männern in Entscheidungsgremien von Hochschulen und Forschungseinrichtungen. In Chancengleichheit in Wissenschaft und Forschung: 23. Update of the data (2017/2018) on women in universities and non-university research institutions (pp. 1-21). Bonn: Gemeinsame Wissenschaftskonferenz (GWK). <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-65953-0>

<sup>4</sup>Source: up to 2016: Survey and calculation of the CEWS, from 2017: Federal Statistical Office; <http://www.gesis.org/cews/unser-angebote/informationsangebote/statistiken/>



**Figure 6: Percent of Women and Men in the Faculty Councils, Comparison of the Years 2013 and 2020**

An increase in the proportion of women among **(pro)-deans** was achieved: Though there was not a single female (pro)-dean up until 2019, there have been two female pro-deans since 2020, and thus the proportion of women among (pro)-deans rose to 11.76% [national average 2018: 18.30% (21.1% at universities for applied sciences) proportion of women among the deans, 23.60% (25.7% at universities for applied sciences) among the pro-deans].<sup>5</sup>

### Objectives

In order to further increase the proportion of women in the committees, in which underrepresentation has so far persisted, suitable women should be specifically addressed by female (pro)-deans, the respective faculty councils and employees of the faculties when drawing up the electoral lists and they should be motivated to participate. In particular, this is intended to increase the proportion of female professors in the senate. But increasing the proportion of women on electoral lists must also be a goal set by the university, which can likewise be achieved by specifically addressing suitable women. Further measures to increase the proportion of women in the individual bodies, such as the improved compatibility of meeting times with family responsibilities as well as digital/hybrid meetings, will be discussed and implemented if feasible. Another improvement is also being pursued in the area of (pro)-deans.

<sup>5</sup>Löther, A. (2019). Gleichstellung von Frauen und Männern in Entscheidungsgremien von Hochschulen und Forschungseinrichtungen. In Chancengleichheit in Wissenschaft und Forschung: 23. Update of the data (2017/2018) on women in universities and non-university research institutions (pp. 1-21). Bonn: Gemeinsame Wissenschaftskonferenz (GWK). <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-65953-0>

### 3.3. Student Structure Analysis

Every semester, the Student Services center at Trier University of Applied Sciences records the number of students. The number of first-year students is recorded after they have completed their first semester.

#### 3.3.1 First-Year Students

In terms of the number of first-year students, the proportions of women and men were converging between 2015 and 2018. In 2020, the highest proportion of women among new students to date was recorded.

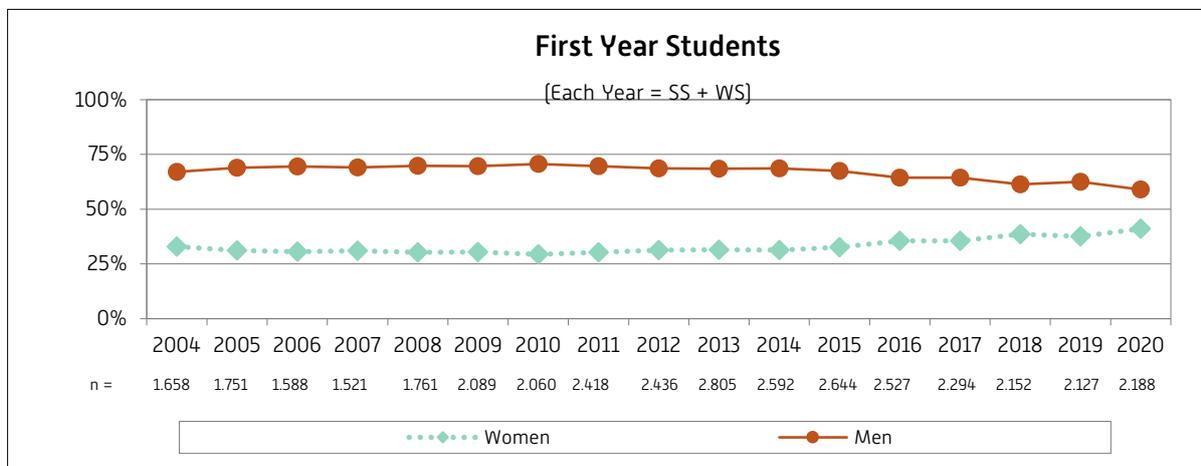
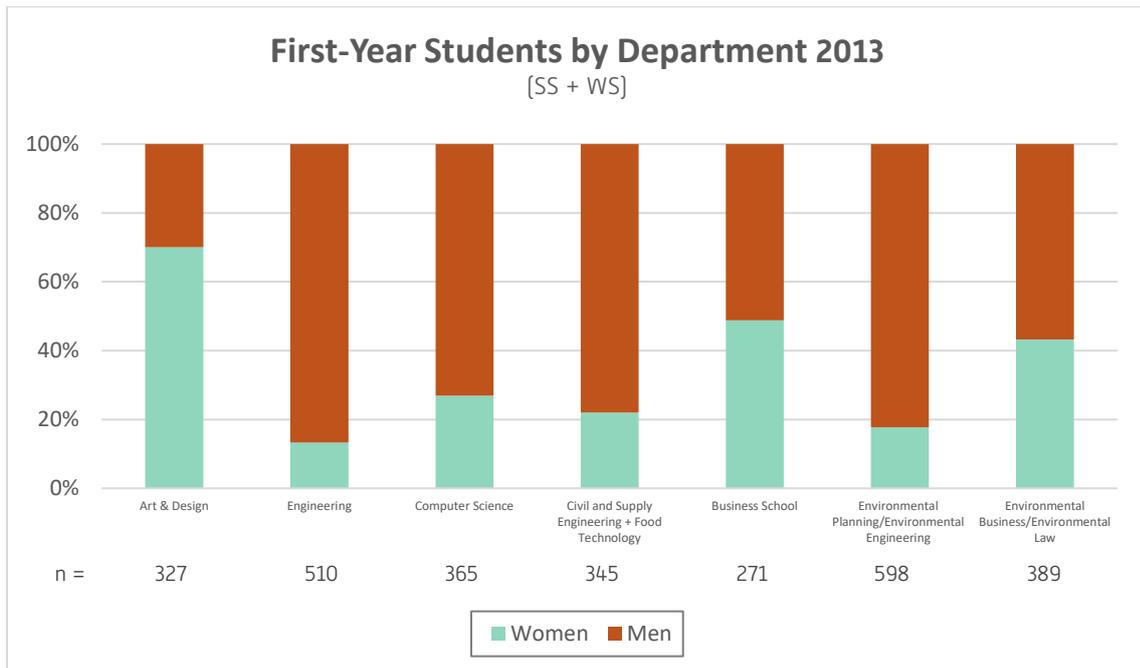
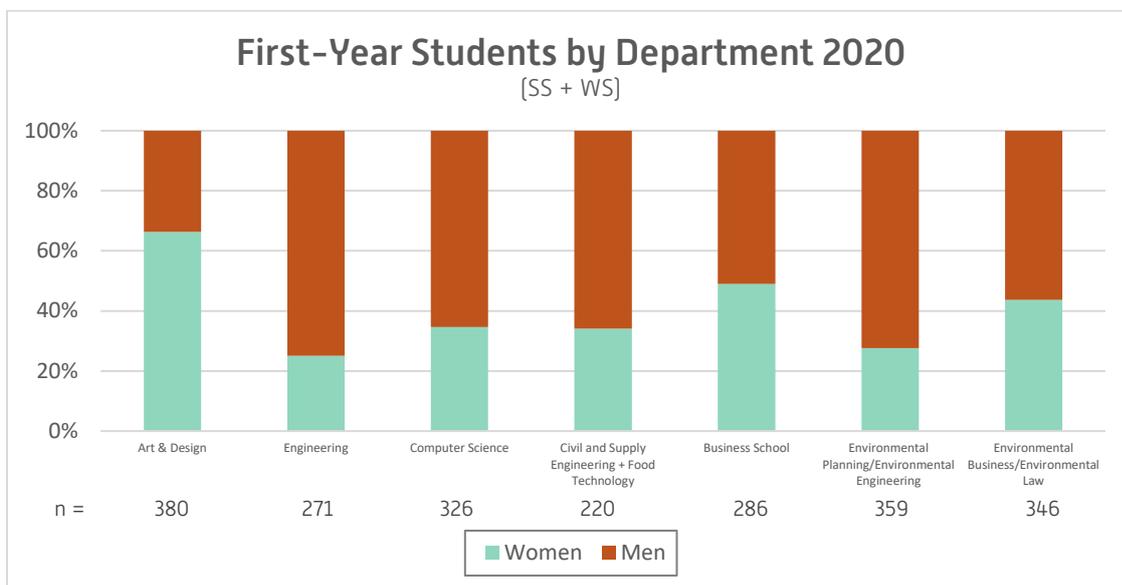


Figure 7: First-year Students in 2020 by Percentage

If one compares the proportion of women among **first-year students** between 2013 and 2020 **by department** (see Fig. 8 and Fig. 9), it can be observed that, especially in the STEM departments, among the first-year female students, in some cases, very significant increases in the proportions of women were achieved, while in the departments of Design and Environmental Business/Environmental Law the proportion of female students sank but remained on a high level:



**Figure 8: First-Year Students by Department in 2013**



**Figure 9: First-Year Students by Department in 2020**

The following table shows the changes in a compact format; the STEM departments are marked in green:

Department	Proportion of Female First-Year Students in 2013 (SS 13 + WS 13/14)	Proportion of Female First-Year Students in 2020 (SS 20 + WS 20/21)	Development from 2013 to 2020
Art & Design	70.03 %	66.32 %	- 3.71%
Civil and Supply Engineering + Food Technology	22.03%	34.09 %	+ 12.06 %
Computer Science	16.16%	34.66 %	+ 18.50 %
Engineering	12.75%	25.09 %	+ 12.34 %
Business School	45.76%	48.95 %	+ 3.19 %
Environmental Planning/Environmental Engineering	23.08%	27.58 %	+ 4.50 %
Environmental Business/Environmental Law	49.10%	43.64 %	- 5.46%

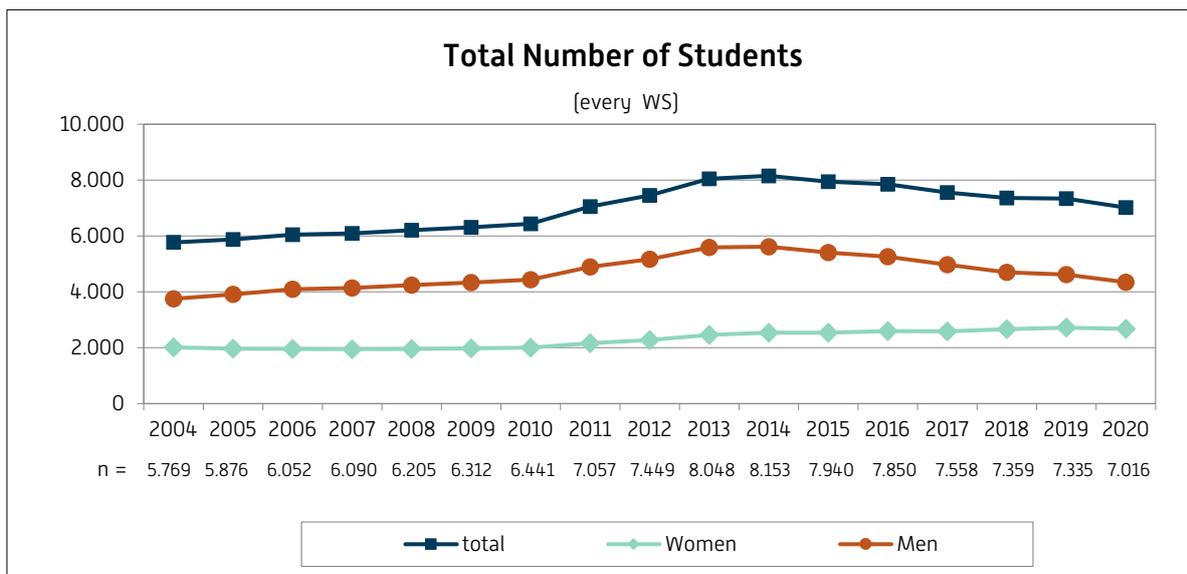
**Table 2: Female First-Year Students Development 2013-2020**

The great increase in the proportion of women among students starting their studies in the field of computer science between 2013 and 2020 can be explained in part by the fact that the new therapeutic science degree programs are in this department.

The positive trend of the increasing number of female students, which is particularly evident in the STEM departments, should be continued.

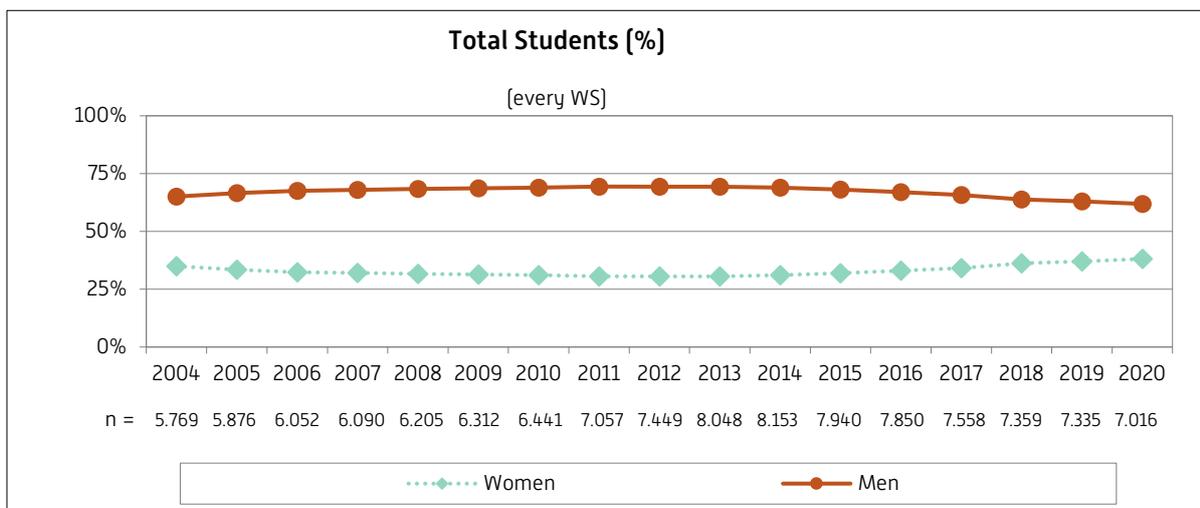
### 3.3.2 Students

As of the 2020 winter semester, a total of 7,016 **students** were enrolled at Trier University of Applied Sciences. Figure 10 shows that the total number of students increased consistently from 2004 to 2014 and has been falling since 2014. In contrast, the number of female students remained almost constant until 2011. From 2011 on, an upward trend can be seen in the **total number** of female students.



**Figure 10: Total Number of Students**

Figure 11 shows the **percentage** development in the number of **students**. In 2020, at 38.10%, the highest proportion of women among students was reached since recording began in 2004.



**Figure 11: Total Students by Percentage**

In relation to the **departments**, the following developments in the **students** can be observed for 2013 and 2020. Figure 13 shows that the departments of Engineering (19.32%), Environmental Planning/Environmental Technology (26.47%) and Computer Science (29.56%) have the lowest proportions of female students. The Civil and Supply Engineering + Food Technology department (31.12%) has the highest proportion of women among the students within the STEM degree programs. Compared to 2013 [Fig. 12], the proportion of women among the students in all STEM departments increased (Engineering: + 10.13%, Computer Science: +17.17%, Civil and Supply Engineering + Food Technology: +6.46%, Environmental Planning/Environmental Technology: +6.29 %). The big change in the Computer Science department can also be explained by the establishment of therapy degree programs in this department. In the other departments, the proportion of women has remained more or less constant.

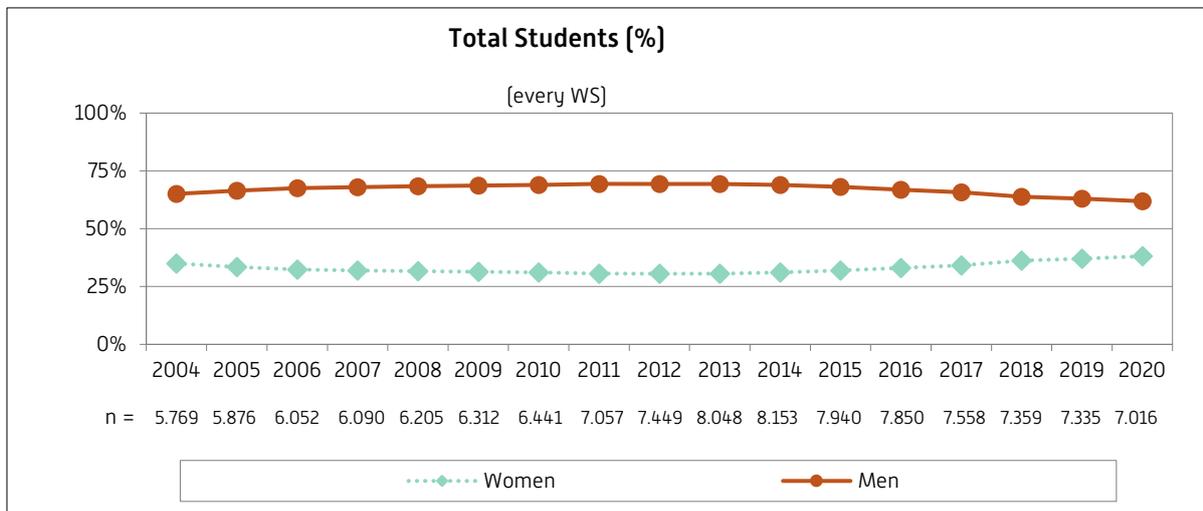


Figure 12: 2013 Students by Department

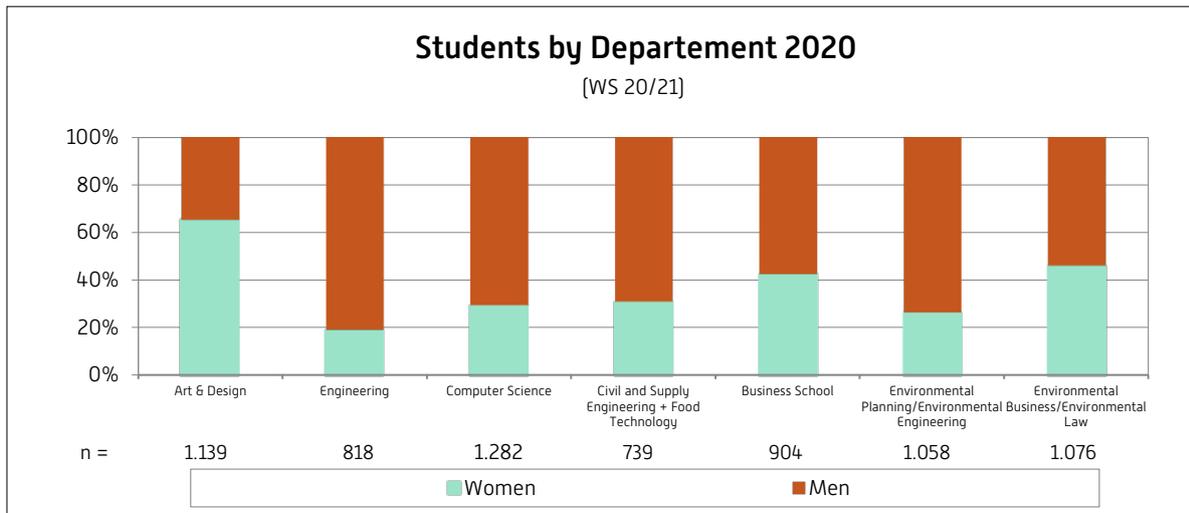


Figure 13: 2020 Students by Department

In the non-STEM degree programs, the proportion of female students is close to parity, and in the Art & Design department, the proportion of women is even higher than the proportion of men.

Department	Proportion of Female Students in 2013 (WS 13/14)	Proportion of Female Students in 2020 (WS 20/21)	Development 2013/2020
Art & Design	67.33 %	65.32 %	- 2.01%
Engineering	9.19 %	19.32%	+ 10.13 %
Computer Science	12.39 %	29.56 %	+ 17.17 %
Civil and Supply Engineering + Food Technology	24.67%	31.12 %	+ 6.45 %
Business School	42.69 %	42.59 %	- 0.10 %
Environmental Planning/Environmental Engineering	20.17 %	26.47 %	+ 6.30 %
Environmental Business/Environmental Law	47.93 %	46.19 %	- 1.74%

Table 3: Female Students Development 2013-2020

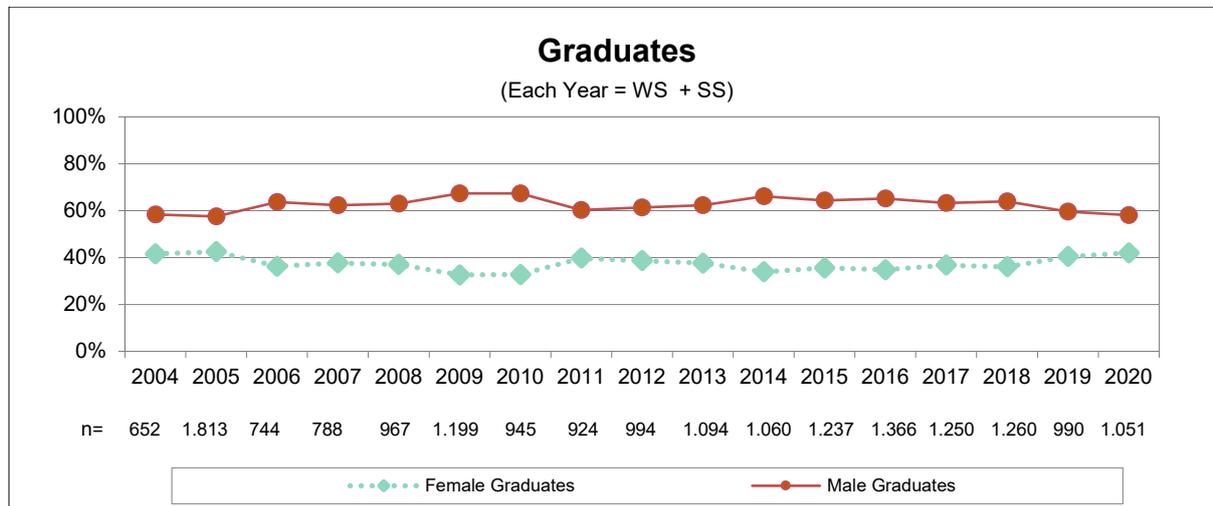
Table 4 compares the proportion of first-year female students with the proportion of female students overall. In the STEM-oriented departments (marked in green) Civil and Supply Engineering + Food Technology, Computer Science, Engineering, Environmental Planning/Environmental Technology and in the Business School and the Art & Design department, the proportion of women among the **first-year students exceeded the proportion of women among students overall**. An increase in the proportion of women within these departments can therefore be expected overall. However, time will tell whether this effect is neutralized by any possible higher drop-out rates among female students.

Department	Proportion of Female First-Year Students in 2020 (SS 20 + WS 20/21)	Proportion of Female Students in WS 2020/21
Art & Design	66.32 %	65.32 %
Engineering	25.09 %	19.32%
Computer Science	34.66 %	29.56 %
Civil and Supply Engineering + Food Technology	34.09 %	31.12 %
Business School	48.95 %	42.59 %
Environmental Planning/Environmental Engineering	27.58 %	26.47 %
Environmental Business/Environmental Law	43.64 %	46.29 %

Table 4: Comparison of the Proportions of Female and Male Students by Department (STEM departments marked in green)

### 3.3.3 Graduates

In terms of the number of **graduates**, the gap between women and men has continuously decreased over the past few years. In 2020, the proportion of female graduates was 41.96% – the highest level since 2006 [36.29%].



**Figure 14: Total Graduates**

This suggests that the measures to reduce the drop-out rate have been effective, particularly among female students.

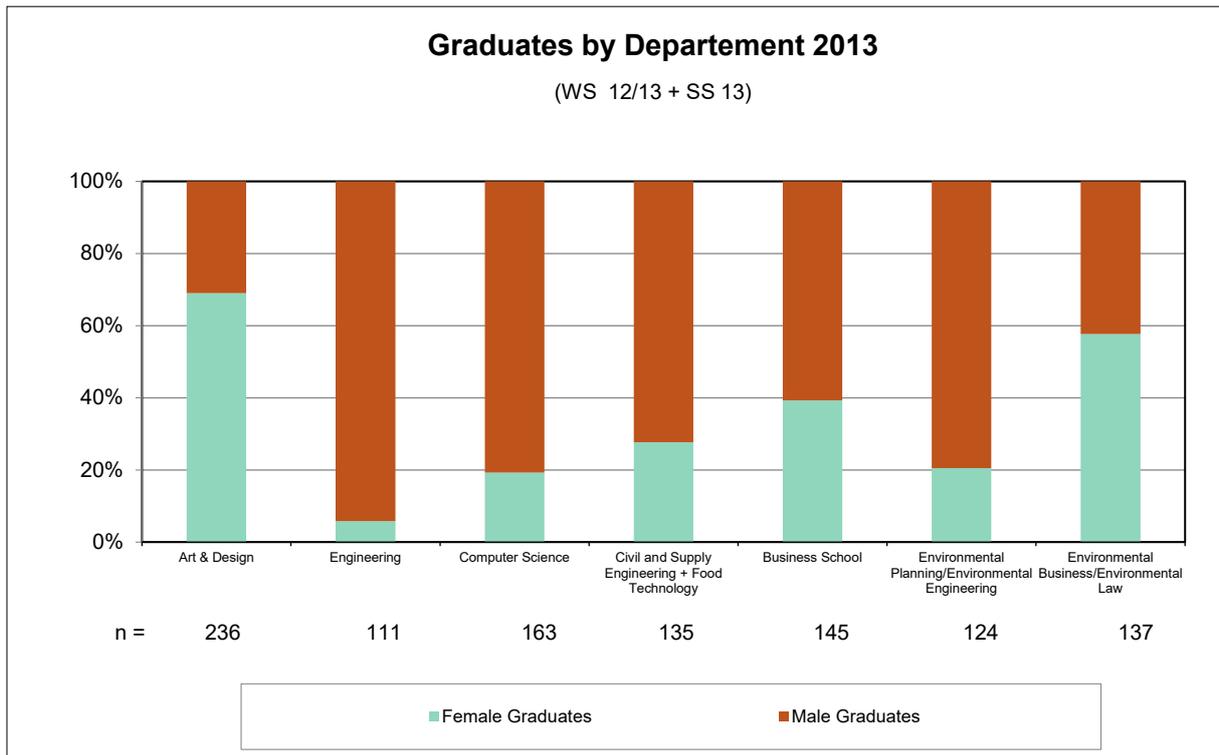


Figure 15: Graduates by Department in 2013

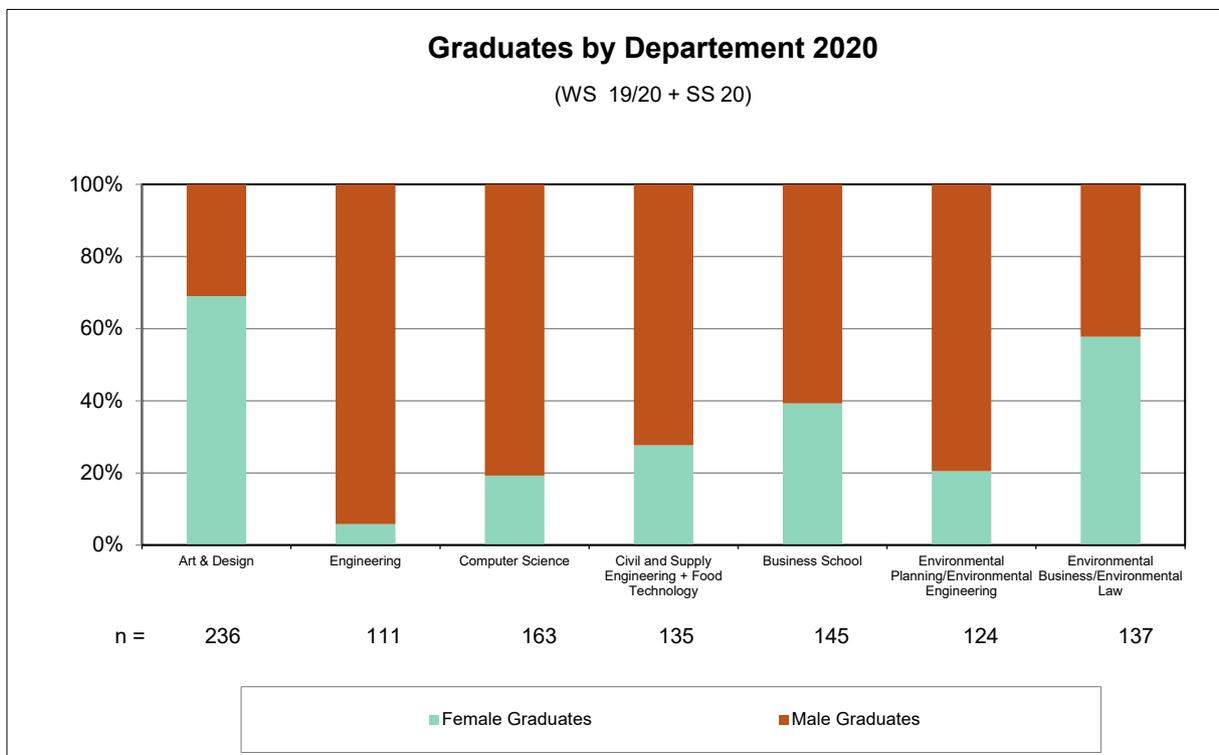


Figure 16: Graduates by Department in 2020

The comparison of the numbers of female graduates between the years 2013 and 2020 is also similar to that of the first-year female students and female students between the two reference years mentioned. There is also an increase in the proportion of women among graduates, especially in the STEM departments.

Department	Proportion of Female Graduates in 2013 (WS 12/13 + SS 13)	Proportion of Female Graduates in 2020 (WS 19/20 + SS 20)	Development 2013/2020
Art & Design	68.98 %	71.61 %	+ 2.63%
Engineering	5.85%	13.51 %	+ 7.66%
Computer Science	19.23 %	34.46 %	+ 15.23 %
Civil and Supply Engineering + Food Technology	27.64 %	31.11 %	+ 3.47%
Business School	39.29 %	41.38 %	+ 2.09%
Environmental Planning/Environmental Engineering	20.54 %	20.16 %	- 0.38 %
Environmental Business/Environmental Law	57.72 %	54.01%	- 3.71%

Table 5: Female Graduates in 2013, 2020 and Developments by Department

Another indication of the effectiveness of the measures taken by the university to prevent female students from dropping out of their studies can be seen in Table 6, which shows the female students and female graduates in 2020 for each department: In the departments of Art & Design, Engineering and Environmental Business/Environmental Law a higher percentage of female students have graduated than the total number of female students enrolled in the departments. In the Civil and Supply Engineering + Food Technology and Business School departments, the proportion of women among graduates and students are both equally high (approx. 31% and approx. 42%). In the Engineering and Environmental Planning/Environmental Technology departments (each about 6% difference between female graduates and female students), the proportion of female students is higher than of female graduates, which indicates that the measures to prevent dropouts may need to be intensified in these departments.

Department	Proportion of Female Students in 2020 (WS 2020/21)	Proportion of Female Graduates in 2020 (WS 19/20 + SS 20)
Art & Design	65.32 %	71.61 %
Engineering	19.32%	13.51 %
Computer Science	29.56 %	34.46 %
Civil and Supply Engineering + Food Technology	31.12 %	31.11 %
Business School	42.59 %	41.38 %
Environmental Planning/Environmental Engineering	26.47 %	20.16 %
Environmental Business/Environmental Law	46.29 %	54.01%

Table 6 : Comparison of the Proportion of Female Students and Graduates by Department (STEM subject areas marked in green)

### 3.3.4 Objectives

Trier University of Applied Sciences sees the success of its measures in the increase of the proportion of female students and, in particular, of new students in the STEM-dominated departments and will continue to endeavor to increase the university's attractiveness as a place of study for women in the future. Due to the predominantly technical orientation of the university, this means introducing potential young female students to the idea of a technically-oriented degree at an early stage and providing them with adequate support in order to prevent them from dropping out. This has been pursued intensively for years and has been adapted as required. The measures that have been used are described in the following chapters.

The aim is for the development from 2013 to 2020 to continue, on average, at least until 2028, or until equal representation has been reached in each group (first-year students, students, graduates).

## 4. Underrepresentation of Women in Study, Research and Teaching

### 4.1 Reasons

Trier University of Applied Sciences is predominantly a STEM-oriented university. The range of degree programs currently comprises 54 bachelor's and 31 master's degree programs in seven departments, four of which have a STEM-oriented focus. The university also focuses on issues of the natural sciences in its research work, including the three main research areas, "applied material flow management," "intelligent technologies for sustainable development" and "life sciences." At Trier University of Applied Sciences, there are very few degree programs in social sciences and humanities, which, traditionally, are often preferred by women.

Numerous federal and state funding programs have promoted women in STEM professions in recent years in order to be able to compensate for the impending shortage of skilled workers. The solution to increasing the low number of female students can also be to expand the range of courses in the subjects preferred by women and to introduce female students to STEM subjects. It is also the task of the university to take into account the increased number of first-year female students and to prevent dropouts in order to minimize differences between the proportion of first-year students and total students in the most severely affected departments.

A more differentiated picture can be observed in the reasons for female underrepresentation in the employment structure. In many cases, the low proportion of female professors is simply due to the fact that no applications were submitted. Trier University of Applied Sciences is of the opinion that a quota solution is not conducive to reaching its goals. It is necessary to ensure that the person appointed is the person who is most qualified in the subject area, in order to make high-quality teaching and research possible. The goal here must be to attract applicants who meet the requirements. To achieve this, the networks of the employees and professors already employed at the university can be used, for example. At the same time, however, the aim must also be to present the university as an attractive employer and to create flexibility in the job offers for professorships, for example through tandem professorships in cooperation with industry and businesses, through job sharing, an increased proportion of digital teaching as well as intensive and expanded doctoral cooperation with universities – in particular with those who also clearly have a STEM-oriented focus.

It is also important to observe the development in the number of female academic employees in this regard. One of the tasks of the university in this area is to attract suitable and qualified female students for vacant positions in the academic field and to specifically address and motivate them. Likewise, the university must present itself as an attractive employer with numerous offerings, especially regarding the compatibility of work and family, the possibility to work flexibly in regards to both working hours and location as well as continuing education opportunities.

## 4.2. Measures to Increase the Proportion of Female Students in STEM Subjects

### 4.2.1 Gender-Appropriate Language

The university continues to strive to address all genders in its internal communication and in public relations work. All genders are to be addressed, both when attracting students and when addressing all the members of the university. When attracting students, this should also make a contribution to enabling female school students to perceive women in jobs and courses of study which, traditionally, were typically male and thus to rethink their own choice of study and career.

### 4.2.2 Transition from School to University

Trier University of Applied Sciences is of the opinion that it is essential to bring female students into contact with the university environment in order to effectively increase the proportion of female students. Therefore, it supports various measures that are primarily intended to present the STEM subjects offered by the university to school students and are specifically designed to appeal to female students. In the following, all measures will be briefly presented and their effects explained.

#### Girls' and Boys' Day

The Equal Opportunities Office of Trier University of Applied Sciences has been organizing the nationwide Girls' Day for the entire university since 2009. The departments offer various workshops and courses for this event. These give the participating school students a first impression of the subjects offered and of the day-to-day work of researchers and students. Girls' Day offers the opportunity to learn about job profiles that the female school students would perhaps not have considered otherwise.

The workshops for female school students are offered at the two large locations of Trier and Birkenfeld. All secondary schools in the surrounding area are actively invited to attend the workshops at the university. Approx. 130 female school students take advantage of the offer every year.

Since 2012, the university has also been offering Boys' Day events, which are attended by up to 50 male school students each year. These events are designed to introduce male school students to careers that are more likely to be associated with women. The university offers workshops in the administration and in the library as well as in the design department.

In 2021, more than 160 school students took part in a total of 21 workshops, which were planned by employees of the university as part of Girls' and Boys' Day. Due to the pandemic situation, the workshops were mainly carried out online.

## **Ada Lovelace**

The Ada Lovelace Project is a Rhineland-Palatinate project which endeavors to use school visits to interest female school students in a STEM degree. It is based on a group mentoring principle. Students from STEM subjects act as mentors, who carry out presentations and experiments during their school visits, report on their everyday life at the university and answer the students' questions.

Approx. 800 female school students are reached through this program each year.

## **Additional University Offerings for the Transition from School to University**

The university has a wide range of general offerings to support the transition from school to university life. These, too, can promote an increase in the proportion of female students and their commitment. Various programs are offered at the university, e.g. summer courses for secondary school students, in which initial experience in computer science, robotics and process engineering can be gained, the program Rent-a-Prof, where teachers in schools provide insight into university life or, for example, school classes can visit laboratories, as well as information days, which are offered together with the employment agency and where secondary school students can find out about the existing degree programs. The university is also regularly represented at external trade fairs for career and study options and informs students about the various study opportunities. There is also an opportunity to gain insight into student life by participating in taster courses. For one week, prospective students can attend courses and lectures of their choice at the Environmental Campus Birkenfeld and are accompanied by current students. In addition to the attendance of in-person courses and lectures, digital formats are also being further developed.

Furthermore, special courses are offered in an action week before the start of the lecture period, which are intended to familiarize first-year students with student learning and time management during their studies. These are designed to serve as a general orientation within the university.

In addition, various transitions along the educational chain, especially that from school to university, are also addressed by third-party funded projects at the university. In particular, aspects of the advancement of girls and women are also taken into account. One example is the award as a STEM region. As a university location, the Environmental Campus coordinates within the STEM region of the Hunsrück-Hochwald Plus National Park.

### **4.2.3 Studies and Continuing Education**

#### **Scholarships and Scholarship Consultation Services**

The university awards the Ariadne Scholarships to female students from all departments who are in at least their 2nd semester and whose studies are endangered due to financial need. In addition to the generally required good scholastic performance, this scholarship also places

value on performing additional socially valuable tasks. These include student engagement and family responsibilities such as bringing up children or caring for relatives. Eight scholarships are awarded annually from funds from the Female Professorial Program III. The State Foundation's (Landesstiftung) scholarship for single parents and pregnant students is awarded by the Equal Opportunities Committee. This is a one-time payment in the respective semester. This support aims to counteract financial need, which may result from additional needs due to raising children – and thus also to prevent possible dropouts.

The Equal Opportunities Office also offers scholarship consultation – both in person on site and via telephone or video conference to make it easier to fit into family responsibilities. In this consultation, female students can obtain information about the scholarships they are interested in as well as information on how to apply, the selection process and application support. In addition to the consultation, an extensive list of scholarships in German and in English is used, which addresses various target groups (e.g. students from different subjects, doctoral candidates, etc.); this list is regularly updated and given to the students.

## **Coaching – Seminars and Career Development**

Female students have the opportunity to take part in courses and seminars organized by the Equal Opportunities Office. Topics include: career (application training, seminars on self-marketing and salary negotiations), personality development (seminars on conflict management, stress management, time management), self-defense/self-esteem and family-related topics (e.g. caring for relatives). To improve the compatibility with family responsibilities and to increase flexibility, some of the seminars will also be offered online in the future. Each course usually takes place twice per semester in order to reach the two largest locations, Trier and Birkenfeld, equally. The program is continuously adapted to the needs of the target groups.

### **4.2.4 Graduation Phase and Entering the Workforce**

After completing their studies, the goal of most students is to find a well-paid job with opportunities for advancement. Men are, on average, more successful at this than women. Attempts to explain this fact include, for example, better negotiating skills and greater assertiveness as well as the more confident demeanor of male applicants.

The above seminars can also be attended, for example, to develop one's own leadership personality and to prepare for application situations and salary negotiations.

## **Equal Opportunity Award for Excellent Theses**

Since 2011, the Equal Opportunities Committee at Trier University of Applied Sciences has been awarding a prize for outstanding theses worth €1,500. Award criteria are the thesis grade, the

gender distribution percentage in the degree program (to what extent one's own gender is underrepresented/ overrepresented in the degree program), an equality-related thesis topic and family obligations (raising children, caring for relatives). Students from all disciplines can apply. With this award, the topic of "equality" should be discussed positively in the university public to promote the sensitization of university members to this topic. The award is made by the President and the Central Equal Opportunities Officer as part of the awarding of the best theses of the academic year.

### 4.3 Support for Students with a Migration Background, Students from Socially Disadvantaged Families and First-Generation University Students

Trier University of Applied Sciences aims to continue promoting equality and equal rights in the future. It regards educational inequality in Germany as an important issue and wants to attempt to actively counteract this inequality. With this in mind, ongoing measures are being developed and expanded, and new concepts for the targeted support of students with a migration background and students from socially disadvantaged families are being developed. The goals agreed to by the University Development Plan are also decisive here. The corresponding measures are briefly presented below.

Particularly in the phase when students begin their course of study, greater attention should be paid to subject-area preparation and the teaching of scientific methods. The students should not only leave the university with a degree, but also with the ability to pursue an academic career as well as a career in the private sector. Discontinuing studies due to reservations or worries, which can occur in particular due to uncertainties at the beginning of a degree program, when students must find their orientation in a completely new learning environment, should thus be prevented.

In addition, the extensive range of consultation offerings from the Family Service Center comes into play in this phase [see 6.2].

#### Orientation Semester

At the main campus, students who have just finished secondary school and are about to choose a course of study participate in an orientation semester in the summer. They choose three modules, within which they can take part in courses. At the same time, the participants learn how to properly prepare for exams and receive regular consultations, including an analysis of their own strengths and weaknesses. In addition, they have the opportunity to bring their knowledge of math and English up to a university level, if necessary. At the end of the orientation semester, the participants can then decide on a course of study. Study achievements can be credited towards a regular bachelor's degree.

## **Extensive Range of Supplementary Courses**

The supplementary courses support the students beginning their studies by repeating secondary school knowledge. They are offered in subjects such as mathematics, physics, English and German as a foreign language. Often when professionally qualified first-year students begin a course of study, their knowledge in these subjects does not meet the requirements of a university degree. Likewise, knowledge of foreign languages in particular or, for people with a migration background, knowledge of German is not sufficient to complete a university degree. The university hopes that the wide range of supplementary courses with special consideration of the requirements of, for example, professionally qualified first-year students, students with a migration background or from socially disadvantaged families as well as first-generation university students, will give these student groups a higher probability of success. Additional online tests are to be taken beforehand, e.g. to evaluate the existing mathematics knowledge in order to use the results to make recommendations on how to proceed.

## **First-Year Student Mentoring**

In order to support the first-year students and to make it easier for them to start their studies, there are various mentoring offers at the university, starting at the beginning of their studies. The summer mentoring at the Environmental Campus is aimed in particular at first-year students who start in the summer semester and gives them methodological skills, for example for self and time management during their studies and literature research. In addition, they are introduced to the structure of the university, including the procedures for examinations. The counterpart to summer mentoring is the Flying Days on the Environmental Campus in the winter semester.

On the main campus, the fields of Electrical Engineering and Mechanical Engineering also offer mentoring programs for first-year students. In these programs, students are taught learning methods for university study, safety instructions are given and questions about matters such as examination registration and de-registration can be answered.

As part of the mentoring program, the first-year students also have the opportunity to establish contact with higher-semester students and thus get to know contact persons from their peer group. This is another way of preventing students from dropping out.

## **Online Offerings for First-Year Students, DigiStart**

The in-person measures mentioned are accompanied by various online offerings. For example, online tutorials are available that explain how to register for courses within the study portals, how to borrow books from the library or how to arrange to see teaching staff in their office hours.

The Study Starting Portal also provides a compact overview of all the important information, dates, contact points and contact persons for a wide variety of questions.

In the “DigiStart” project, the university is digitizing a significant portion of the offerings in the introductory phase and making them accessible to prospective and new students via a central app.

#### 4.4 Support for Young Female Researchers

Trier University of Applied Sciences is committed to promoting women in science and research. An essential part of this is support for young female researchers. Trier University of Applied Sciences aims to use various measures to support more women in building academic careers.

##### **Mary Somerville Program**

Trier University of Applied Sciences has been participating in the Mary Somerville Program of the state of Rhineland-Palatinate since the 1998/1999 winter semester. Since then, several women funded through the program have been working as lecturers at the university every semester. From the 1999 summer semester to the 2020 winter semester, there were a total of 157 successful applications. The Mary Somerville Program gives women researchers the opportunity to gain experience in teaching, which enables them to apply for a professorship at a later date. A former recipient of this program funding was also appointed as a professor by Trier University of Applied Sciences.

##### **Seminars and Workshops**

Young academics, as employees or as students who are still matriculated, can also participate in seminars and workshops organized by the Equal Opportunities Office, some of which are held online, and thus expand their skills in the areas of self-presentation, management tasks and conflict management (see 4.2.3 Studies and Continuing Education).

##### **House of Professors**

The House of Professors project, funded as part of the federal-state program “FH Personal,” comprises various measures to promote young female researchers within the project period from 2021 to 2027, including support for doctoral projects, a mentoring program for young female researchers, sabbaticals for young researchers at home and abroad who want to familiarize themselves with teaching and research at a university of applied sciences as well as tandem professorships (with W1 remuneration) to support them on their path to obtaining a tenured professorship. In addition, as part of the project and beyond, the university is networking with neighboring universities in Rhineland-Palatinate and Saarland on the subject of equality.

## 4.5 Increase in the Proportion of Female Professors

Trier University of Applied Sciences is faced with the challenge of having a low number of female professors at the university. As a result, many projects have been initiated to increase the proportion of professorships held by women. In the following, these measures as well as new ideas will be presented.

### Female Professorial Program

The university has been funded by the Female Professorial Programs (Professorinnenprogramme = PFP) I-III since 2009. PFP I (2009-2014) gave the go-ahead for extensive measures to promote equality. This included, for example, support for female students and graduates through a mentoring program, coaching for female students and employees, the implementation of extensive measures to balance work, study and family as well as measures to introduce girls to technical degree programs. In PFP II (2014-2019), the measures to promote equality already included in PFP I were further developed and, for example, supplemented by a range of seminars for female students and employees of the university, within which, they could develop their leadership skills. The Female Professorial Program plays a key role in supporting gender equality work, particularly within the framework of the measures and projects mentioned.

In order to be able to continue to give this support, the university has also successfully applied for support from the Female Professorial Program III. The future equality concept that was submitted was positively assessed. From 2020-2025, the successful gender equality measures of recent years will continue to be financed through three professorships. They can thus be continued, further developed and supplemented.

At the German Rectors' Conference [Hochschulrektorenkonferenz = HRK], the President of Trier University of Applied Sciences advocated the continuation of the professorial program after an evaluation in 2022 and, together with the HRK President, has sent a letter to the federal and state governments addressing the need for continuation (with slight adjustments).

### Posting of Professorships

Job postings are drafted in cooperation with the Central Equal Opportunity Officer and the Equal Opportunity Officer of the departments. They are also published in or on various databases, forums and websites that have set themselves the goal of promoting women in academic careers. In addition, the same portals are used to send job advertisements specifically to women whose profile matches that of the advertised professorship. Personal networks are also used to address suitable women. In order to activate personal networks to attract new female professorial staff and to strengthen the network of female professors within the university, the

President and the Central Equal Opportunity Officer have been hosting female professors' breakfasts since the end of 2019. In addition, professorial job postings are sent to all university employees in order to activate their personal networks.

A uniform framework text is used for all job postings. This makes specific reference to additional offerings provided by the university for its employees, such as the family services and childcare options, as well as the family-friendly and attractive living conditions in the university environment.

This standard is intended to help make the job posting texts more attractive, especially to women, and to encourage them to apply.

In order to increase the attractiveness of professorships, especially for women as well as for people with family care responsibilities, various concepts are being implemented as part of the House of Professors project. This includes, for example, the option of a tandem professorship, where half of the working time is to be done at the university and the other half in industry or business. This allows people who have already acquired an academic qualification but who still lack the industrial/business years required for a professorship at a university of applied sciences to be appointed to a professorship at an early stage. Further possibilities for redesigning the professional profile of a professorship include, for example, family professorships, which take the form of a full tenured professorship and provide for a leave of absence for family tasks (50%) in accordance with the State Civil Service Act [Landesbeamtengesetz]. A part-time teacher for special tasks compensates for the teaching responsibilities in the department and is funded by the project. A total of four such professorships that are structured according to this pattern are available in the project.

## **Appointment Procedure**

The small number of female professors at Trier University of Applied Sciences is another challenge. The number of female (as well as male) applicants for professorships posted is generally very low; professorships often have to be advertised more than once. The following measures are planned to increase the number of applicants:

The university maintains a website as part of its existing internet presence, which is intended to target applicants. It provides information about the university as an employer in order to highlight the attractiveness of the university working environment. This includes information on childcare options, the living conditions in the vicinity of the university (information on the housing situation, leisure options and on educational institutions) as well as the working conditions at the university. In addition, as part of the university's employer branding strategy and in connection with the House of Professors project, the university advertises job postings with specially designed and placed job advertisements in the ZEIT newspaper, where the university's profile can also be found.

At the same time, a guideline for securing and improving the quality of appointment procedures has been drawn up and is currently being coordinated. This will serve to prevent errors in the

appointment process by standardizing the entire process and ensuring that all applicants are treated equally. The increased transparency should then be used to reveal and remove further hurdles for women in application processes that may not have been apparent until now. Appointment committees should, if possible, have equal gender representation.

### **Coaching for Female Professors**

As part of the Female Professorial Program, newly appointed female professors are to be supported at the beginning of their university career. Since the end of 2012, female professors have had the opportunity to receive advice from professional coaches in order to be able to provide them with very personalized help.

## **4.6 Gender Dimension Considerations in Research and Teaching**

The university's research officer supports applicants in various application procedures for research projects, from the search for suitable programs to the specific formulation of the respective applications and projects. In particular, she also advises on gender dimension issues, e. g. with regard to the specification of target groups as well as gender-appropriate language.

The employees of the Equal Opportunities Office also provide support when applying for research projects that are aimed at increasing the proportion of female students and young researchers – especially in the STEM subjects.

In addition, continuing education seminars focusing on "gender in teaching" (e.g. how to deal with one's own prejudices/stereotypes, how to address all students appropriately, etc.) are attended by professors and teachers.

The President of Trier University of Applied Sciences is also the Vice President of the German Rectors' Conference and is in charge of equality and diversity. Beyond the scope of the university, she advocates for the development and implementation of nationwide gender equality goals and gender dimension considerations in research and teaching.

## **4.7 Measures Against Harassment and Sexual Discrimination**

Trier University of Applied Sciences takes a strong stand against harassment and sexual discrimination. For the protection of all university members, a guideline on this topic is being drawn up.

An already existing offering of advice and support in cases of harassment and/or sexual discrimination, which is provided by the Central Equal Opportunities Officer and university employees who are trained in the prevention of stalking and domestic violence as well as in

tactical self-defense, is to be supplemented by seminars on topics of setting boundaries and (non-)verbal self-defense.

Documenting the consultation provided and regularly carrying out survey provides parameters on the number of sexual harassment cases at the university.

## 5. Personnel Development

### 5.1. General Measures

Trier University of Applied Sciences endeavors in the intermediate-term to equalize the proportion of women in employment areas in which they are currently underrepresented. To do so, it has initiated various measures that are particularly targeted to balancing family and work [see Chapter 6]. Trier University of Applied Sciences does not consider it sensible to set quotas to increase the proportion of women among its employees.

In order to regularly address the topics of equality and equal opportunities – especially regarding good employment conditions – family-friendliness and increasing the proportion of women in employment areas, it is regularly introduced as an interdisciplinary topic in the workshops for those in leadership positions. These workshops are currently aimed at employees that hold leadership positions in the administration; the university is working to also include those in the departments.

In addition, these topics were taken into account in the employee survey that was carried out at the beginning of 2019 and will also be integrated into future surveys. This will allow the university to understand the needs of its employees and to determine which far-reaching measures it plans to take. After the employee survey in 2019, a steering group was formed of employees from all university locations, which deals with the derivation and implementation of measures for this first survey and informs the university of the corresponding results.

### 5.2 Seminars, Training, Workshops

The employees of Trier University of Applied Sciences have the opportunity to attend numerous seminars, training courses and workshops offered by the Equal Opportunities Office [see Chapter 4], some of which will continue to be offered online in order to better allow participants to balance family and work and to increase flexibility. The topics range from career planning and building your own leadership skills to time management and conflict management. These courses are designed to help employees recognize, formulate and reach their individual goals. Trier University of Applied Sciences sees these measures as a suitable way to promote female employees.

In addition, the Personnel Development department offers numerous seminars and workshops every year, in which, for example, participants have the opportunity to practice conducting discussions in different situations [classic discussions with employees, dealing with employees/students with psychological problems, non-violent communication]. Topics such as "life phase-oriented leadership," "resilience" and "mindfulness" are also taken into account here.

In addition, there are numerous offerings every year, as part of the university's efforts to establish a company health management system, for example in the form of eye, muscle tone

and bone density measurements, opportunities for postural diagnostics as well as lectures and seminars on maintaining health in the workplace.

All of the above-mentioned offers will be maintained and continuously adapted as required.

### 5.3 Dual-Career Services

The University's Dual-Career Services include helping the partner of professors as well as foreign employees involved in third-party funding to find a suitable job in the region. So far, this has included offerings that help with changing of residence, job search and provide information on childcare in the region as well as on the schools and kindergartens.

### 5.4 Gender Training for Persons in Leadership Positions

Aspects of a gender-equitable university, e.g. regarding the leadership culture, appropriate ways to address university members as well as the handling and prevention of sexual harassment are dealt with as an interdisciplinary issue in the workshops and networking circles for leaders.

## 6. Balancing Studies, Work and Family

A widely discussed approach to promoting women is the expansion of structures that allow for a better balance between work/study and family. The numerous efforts of Trier University of Applied Sciences to meet the needs of its university members have resulted in projects that are presented below.

### 6.1 Family-Friendly University Audit™

In 2010, Trier University of Applied Sciences received the "Family-Friendly University™" certificate. This certificate is awarded by an independent foundation to companies and institutions that have particularly family-friendly structures. In order to guarantee the receipt of the certificate, Trier University of Applied Sciences has concluded a detailed catalog of objectives with the *beruf und familie GmbH* [work and family GmbH], the auditing company that awards the certificates.

In March 2020, Trier University of Applied Sciences was re-certified as a family-friendly university for the third time. The objectives agreed to in 2010, which included extensive structural measures, were successfully implemented. In the three following certification rounds (2014, 2017, 2019/20), the objectives were followed up on in more depth, new measures were introduced and existing ones further developed.

This led to the establishment of a large number of measures and offerings at the university. These include the establishment of a family counseling service center, the provision of care offers for children of university members, the creation of parent-child rooms at the two largest locations and various offerings on the subject of “caring for family members.”

The round table of advisory units, which takes place annually at the university locations, is also a result of the auditing process. In the round table, advisory units and other university members exchange ideas, network, optimize advisory processes and create new measures and projects for themselves on the subject of “family friendliness.” For example, a guide to the amended Maternity Protection Act, which is distributed to all first-year students every semester, emerged from this institution.

The objectives of the audit also regularly result in measures that are intended to have a lasting effect on the university culture, such as the work agreements on teleworking and flexible working hours, the guidelines for when family responsibilities prevent students from taking examinations, the training of managers with regard to family-friendliness, the harmonization of semester and school vacation times, the development and expansion of the e-learning and blended learning offerings and the adaptation of the communication policy to the new circumstances, so that family-friendly measures are communicated via various channels – also with the involvement of those in leadership positions. Other measures include references to family-friendliness in job postings and during the appointment process as well as the consideration of family issues in surveys.

The implementation of the current objectives started in the spring of 2020.

## 6.2 Family Service Center

The Family Service Center is a contact point that effectively supports the commitment to implement gender-equality and family-friendly measures at Trier University of Applied Sciences.

The Family Service Center has existed since the beginning of 2011. It advises university members on topics such as financial problems, legal issues, childcare options and caring for family members. The counseling sessions take place in-person and by appointment at all university locations. It is also possible to schedule a counseling session via telephone. The sessions are being used by more and more people; in 2020 around 40 consultations took place – due to the pandemic situation, some of them were held by telephone or via video conference. The consultation format will continue to be flexible and digital in the future, as, for people with care responsibilities, time is a scarce resource. The offering is mainly used by female students and a majority of those using the service have a migration background.

## 6.3 Childcare

Childcare is also an important issue at Trier University of Applied Sciences. Since 2011, the university has organized holiday childcare for the children of university members, which has

been in great demand ever since. In addition, the childcare offerings have been and will be further developed and expanded in order to provide university members with needs-based childcare options in close proximity to their place of study or work.

Holiday childcare is currently offered in at the Trier and Birkenfeld locations during the winter, Easter, summer and fall holiday school closures. The programs for holiday childcare consist of various, changing activities, which are planned and carried out according to educational criteria.

In addition to holiday childcare, the childcare offered by Trier University of Applied Sciences also includes emergency care during off-peak hours, which university members can take advantage of if there is a short-term issue with their regular childcare.

The childcare offerings at the Trier University of Applied Sciences are implemented in cooperation with the Campus Company GmbH and Caritas Westeifel eV. The holiday childcare at the locations in Birkenfeld and Trier, as well as off-peak care on the environmental campus are carried out in cooperation with the Campus Company GmbH.

For the off-peak childcare at the university locations in Trier, the university has a cooperation agreement with Caritas Westeifel e. V., which enables supervision to take place in the so-called "ad hoc rooms" at Trier University specially provided for this purpose.

In 2017, the entire care offerings on the Environmental Campus were expanded to include children under three years of age (U3 care), which is mainly used by students. Since then, childcare has been available there for children between the ages of 9 weeks and 12 years. At the Trier locations, off-peak care in the ad hoc room for children under three years of age is only possible from time to time, and this must be clarified with the Caritas employees on a case-by-case basis. Due to the currently precarious situation with regard to space capacities at the Trier locations, the space available there does not allow for childcare of children under four.

The university has also signed a cooperation agreement with the daycare center (KiTa) on the Environmental Campus. This stipulates that 15 childcare spots are reserved for members of the university. In the daycare center (KiTa) at Schneidershof in Trier, university members are given preference when spots are allocated.

These services are available to employees and students alike.

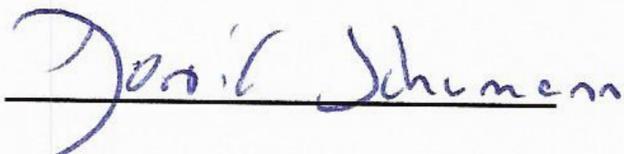
## 6.4 Work Agreements for Working Hours and Teleworking

One measure of the objectives of the family-friendly university™ audit was the conclusion of the objectives on flexible working hours and teleworking.

The current version of the working agreement on flexible working hours provides for a framework time of 6:30 a.m. to 8:00 p.m. daily, up to 80 plus hours and up to 20 minus hours, which must be compensated for within a time period of twelve months, as well as a transfer of up to 60 plus/15 minus hours in the subsequent pay period (twelve months) if compensation was

not possible within the previous pay period. In this way, a framework was created that allows employees with family responsibilities in particular to organize their working hours flexibly.

The working agreement for teleworking also enables up to 20% of the weekly working time – and, in justified exceptional cases, also a higher proportion – to be completed remotely and specifies the corresponding framework conditions. This measure also serves to improve the compatibility of family and work and strengthens the university's competitiveness in recruiting skilled workers. The findings on working hours that have been gained through the implementation of possibilities to work from home due to the corona pandemic have prompted the university to discuss an expansion of teleworking in order to give people with family responsibilities the greatest possible flexibility in arranging their work schedules. Currently, a transitional solution has been put in place, in which employees can work a total of 40% of their regular working hours at home (including 20% teleworking).



Signature of the Presidium  
Trier, 20 October 2021